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ABSTRACT

This report presents an analysis of data from New Jersey school districts on incidents of violence and vandalism in the public schools of the state. An incident is defined as an act of malicious intent to injure another individual (violence); willfully destroy property (vandalism); or possess, sell, or distribute controlled dangerous substances. This report is an analysis of county summaries from the 1990-91 school year and of trends over time (1985-91). Six findings are listed, including these: (1) the total of all incidents of violence, vandalism, and substance abuse increased by 10% from 1989-90 to 1990-91; (2) the increase can be accounted for principally by an increase in the number of fights recorded; (3) 7-year trends show a decline in the number of incidents of vandalism and substance abuse and a return to the level of prior years of incidents of violence; and (4) along with the general decline in the number of incidents of vandalism, the cost of vandalism declined significantly. The report also outlines the many department initiatives that impact on the prevention of violence, vandalism, and substance abuse. These initiatives cover substance abuse prevention and intervention, suicide prevention, character and values education, youth employment, urban education and school-based decision making. The report concludes with six recommendations intended to enhance school districts' capacity to prevent and to reduce incidents of violence, vandalism, and substance abuse. The appendixes include legislation, forms and instructions, annotated lists of department publications (34 items), and state board resolutions regarding student behavior. (ABL)

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VIOLENCE, VANDALISM, & SUBSTANCE ABUSE IN NEW JERSEY SCHOOLS

1990 - 1991

The Commissioner's Report to the Education Committees of the Senate and General Assembly

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NEW JERSEY STATE DEPARTMENT OF EDUCATION

MARCH 1992

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Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1990 to June 30, 1991

John Ellis
Commissioner

Prepared under the direction of
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March, 1992

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INTRODUCTION

A. Background

New Jersey Law, Chapter 163, enacted in October of 1982, requires the Commissioner of Education to monitor the incidence of violence and vandalism in the public schools of the state (see Appendix A). It stipulates that any school employee observing or having direct knowledge from a participant or victim of an act of violence must file a report describing the incident to the school principal. A copy of the report must be forwarded to the superintendent of schools of that district.

An incident is defined as an act of malicious intent to injure another individual (violence); willfully destroy property (vandalism); or possess, sell, or distribute controlled dangerous substances. Districts have been advised to instruct school staff to report all incidents, including those in which there is doubt about the seriousness of the act.

Appendix B contains the reporting instructions and forms developed by the State Department of Education for school staff to record incidents (The Incident Report) and annual totals by type (The Annual Report). The annual report containing district totals is forwarded to the county superintendent of schools.

Each county superintendent aggregates the district reports in order to compile a county summary of all reported incidents for the year. These county summaries are processed by the department's Division of County and Regional Services and then analyzed by the staff of the Division of Educational Programs and Student Services. The district's annual report does not contain specifics on date, time, location, causes, or circumstances surrounding incidents; and, therefore, these data do not appear in the county summaries or this report. From experience gained in collecting the data contained in the 1982 Final Report on the Statewide Assessment of Incidents of Violence, Vandalism and Drug Abuse in the Public Schools, it was determined that this less-detailed process of reporting would provide sufficient information to fulfill the legislative requirements and to meet the program planning needs of the department.

This report is an analysis of county summaries from the 1990-91 school year and of trends over time (1985-91). The report also outlines the many department initiatives that impact on the prevention of violence, vandalism, and substance abuse. These initiatives cover substance abuse prevention and intervention, suicide prevention, character and values education, youth employment, urban education, and school-based decision making. The report concludes with six recommendations intended to enhance school districts' capacity to prevent and to reduce incidents of violence, vandalism, and substance abuse.

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B. Revision of Reporting Forms

The following changes were made to the Annual Report of Vandalism, Violence, and Substance Abuse form in the fall of 1990:

1) The term "Multiple Categories" (for incidents involving more than one type of category) was deleted;

2) "Threat of Assault" was added to the 1990-91 Incident Report Form (and the Annual Report Form), and the definitions of the assault categories were clarified;

3) "Fight" and "Gang Fight" had been listed separately on the Incident Report but had been aggregated under the category "Battery" in previous annual reports. For the 1990-91 school year, these incident categories were reported separately;

4) Under the Substance Abuse type of incident, "Trafficking/Possession" was changed to two categories, "Possession" and "Selling/ Distribution," to reflect the significant difference in level of offense between the two categories and effect consistency with the substance abuse code. (N.J.A.C. 6:29-6); and

5) The "attempted" verus "committed" distinction for many reporting categories on the incident report form was eliminated.

In contrast to reporting categories derived from law enforcement, these revisions should improve the quality and detail of school reports of violence as they represent terms which describe how these incidents are experienced in the school setting. The revised report form was distributed to local school district superintendents at county roundtable meetings during the fall of 1990. The categories under each type of incident on the 1990-91 Annual Report may be found in Table 1.

FINDINGS

1. The total of all incidents of violence, vandalism, and substance abuse increased by 10 percent from 17,414 in 1989-90 to 19,193 in 1990-91.

Incidents of violence accounted for this increase as the number of incidents of vandalism declined and substance abuse violations remained relatively constant. Incidents of violence increased by 49 percent from 4,932 in 1989-90 to 7,330 in 1990-91; this new total approximates the figures for violence recorded in previous years (see Table 3 and Figure 3 for seven-year incident trends). The proportion of the total accounted for by incidents of vandalism declined from 64 percent in 1989-90 to 55 percent in 1990-91. (See Table 1 and Figure 1, below.)

2. The increase in incidents of violence can be accounted for principally by an increase in the number of fights recorded.

Whereas the total for Battery was 1719 in 1989-90, the total for "Fight" and "Gang Fight" in 1990-91 was 4,007, an increase of 2,288 (133 percent). While the number of fights increased, the number of assaults declined. (See Table 1.) The decline in the number of assaults (707) is nearly equalled by the number of threats of assault (a new category for 1990-91). Both categories related to weapons possession or use increase: assault with a weapon increased by 48 percent (from 187 to 278) and possession of a weapon by 7 percent from 299 to 319. The number of incidents of robbery/extortion increased by 98 percent.

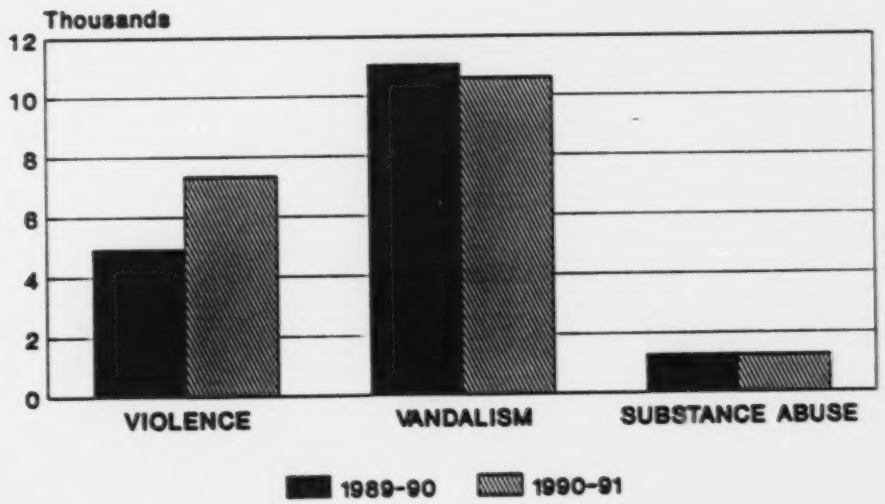

Figure 1
Number of Incidents by Category
1989-90, 1990-91

Table 1
Incidents by Type, 1989-1990, 1990-91

Type	1989-90	1990-91
Vandalism		
Arson	163	207
Bomb Offense	91	
Breaking and Entering	925	914
Property Damage	5725	4,987
Fireworks	1077	1,235
Theft/Larceny	1907	1,841
Trespassing	572	514
Other Vandalism Offense	584	912
Subtotal	11,044	10,610
Violence		
Assault	2,407	1,700
Assault with a Weapon	187	278
Threat of Assault*		694
Fight*	1,719	3,865
Gang Fight*		142
Possession of Weapon	299	319
Robbery/Extortion	56	111
Sex Offense	60	69
Other Violence Offense	204	152
Subtotal	4,932	7,330
Substance Abuse		
Use of:		
Alcohol	443	505
Marijuana	216	190
Other	240	207
Possession/Selling/Distribution of:		
Alcohol	79	117
Marijuana	89	112
Other	102	122
Multiple Substance Abuse	110	N/A
Subtotal	1,279	1,253
Multiple Category Incidents	159	N/A
Grand Total	17,414	19,193

*Threat of Assault added in 1990-91. Fight and Gang Fight replaced Battery.

3. The increase in incidents of violence was most pronounced in counties in the northern and southern regions of the state.

Table 2 presents two-year, county-by-county data for each incident category; and Figure 2 depicts two-year trends by counties within region. Counties in the northern region, notably Bergen and Morris, and in the southern region, notably Burlington and Cumberland, had the highest proportional increases in incidents of violence, relative to their central region counterparts.

Table 2
Incidents by County, 1989-90, 1990-91

County	Violence		Vandalism		Substance Abuse		Total	
	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91
Atlantic	208	289	176	204	39	30	423	523
Bergen	217	498	1,572	1,620	119	125	1,908	2,243
Burlington	386	876	500	451	99	57	985	1,384
Camden	227	404	777	731	37	45	1,041	1,180
Cape May	60	115	65	71	26	9	151	195
Cumberland	193	538	134	173	38	34	365	745
Essex	453	529	2,550	2,227	66	273	3,069	3,029
Gloucester	242	446	368	387	31	31	641	864
Hudson	384	511	568	480	142	66	1,094	1,057
Hunterdon	58	54	130	107	15	14	203	175
Mercer	372	306	484	240	53	27	909	573
Middlesex	208	402	546	541	122	90	876	1,033
Monmouth	437	418	662	736	124	117	1,223	1,271
Morris	130	244	588	566	55	57	773	867
Ocean	554	532	463	412	61	56	1,078	1,000
Passaic	212	310	263	371	45	33	520	714
Salem	9	146	78	66	18	13	105	225
Somerset	101	203	344	352	42	14	487	569
Sussex	144	155	160	161	28	25	332	341
Union	327	307	544	600	103	127	974	1,034
Warren	10	47	72	114	16	10	98	171
Totals	4,932	7,330	11,044	10,610	1,279	1,253	17,414*	19,193

*Include 159 multiple category incidents.

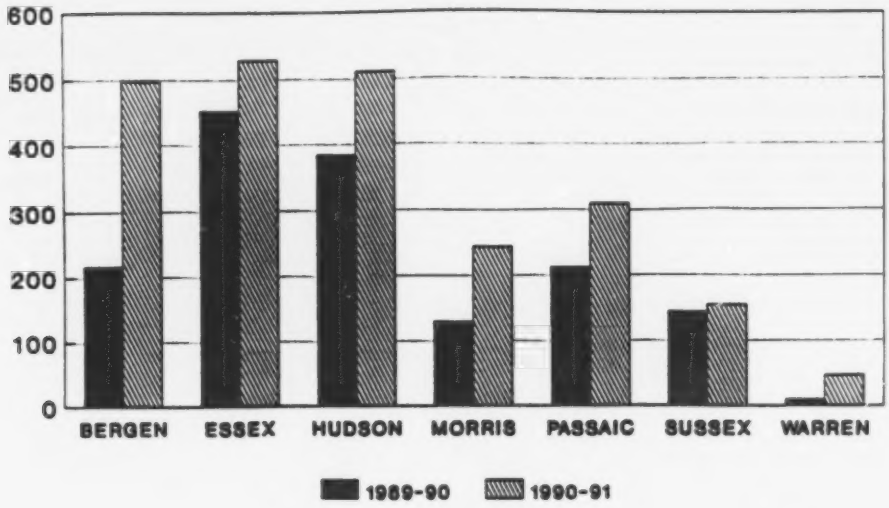

Figure 2a
Incidents of Violence
Northern Region

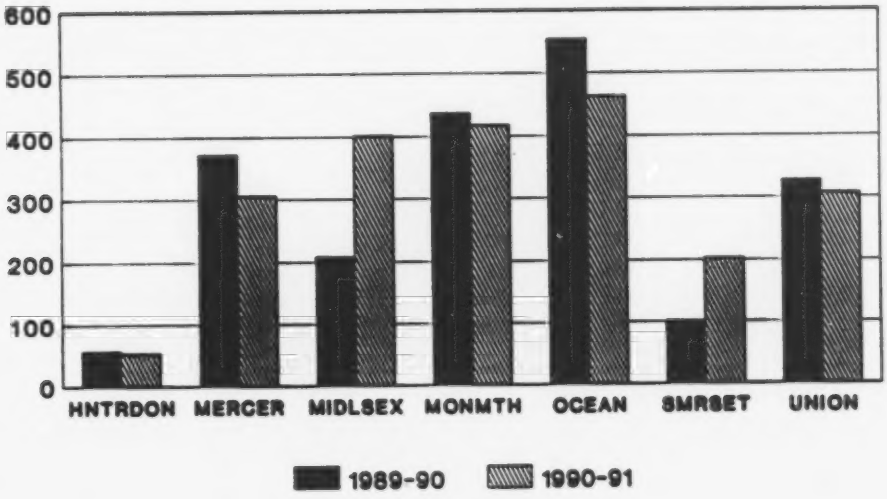

Figure 2b
Incidents of Violence
Central Region

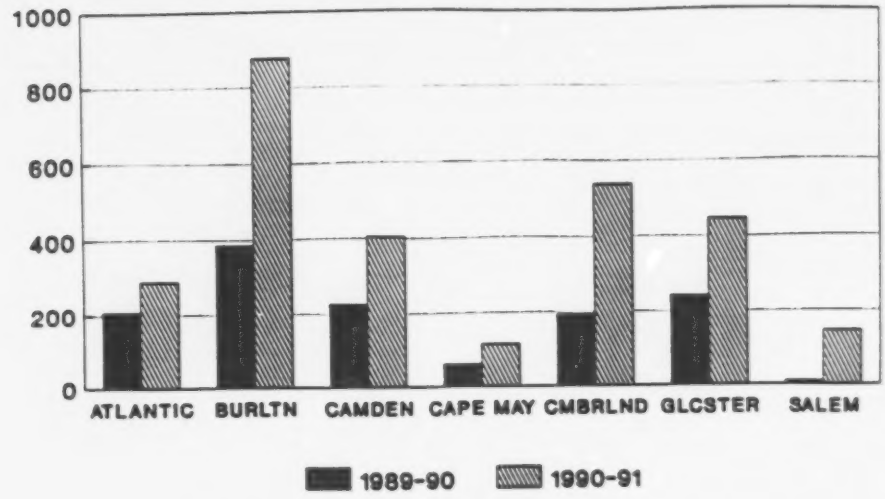

Figure 2c
Incidents of Violence
Southern Region

4. Seven-year trends show a decline in the number of incidents of vandalism and substance abuse and a return to the level of prior years of incidents of violence.

Figure 3 depicts seven-year incident trends by category that are presented in Table 3. Incidents of vandalism reached a high in 1986 and 1987, leveled off after declining for one year, and now, in 1991, have declined again. The level of substance abuse violations have declined steadily since 1986. The 1991 figure for incidents of violence indicates a return to prior levels.

Table 3
Incident Trends, 1985-1991

Type	FY85	FY86	FY87	FY88	FY89	FY90	FY91
Vandalism	12,710	13,087	13,079	11,128	11,019	11,044	10,610
Violence	5,079	7,981	7,808	8,053	7,274	4,932	7,330
Substance	2,835	3,563	2,417	2,370	1,773	1,279	1,253
Multiple	1,558	474	321	616	961	159	-
Total	22,182	25,105	23,625	22,167	21,027	17,414	19,193

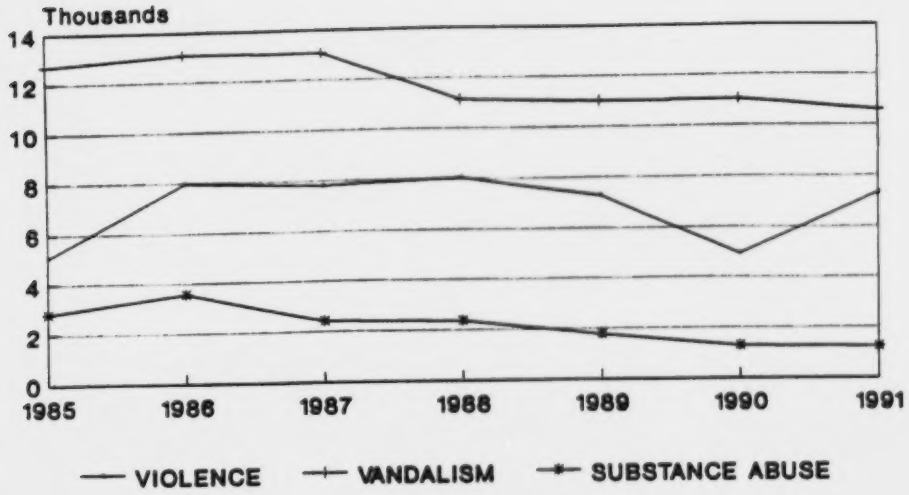

Figure 3
Seven-Year Incident Trends
by Category, 1984-85 - 1990-91

5. Along with the general decline in the number of incidents of vandalism, the cost of vandalism declined signficantly.

Table 4 shows the comparative statistics for estimated costs of acts of vandalism to school districts. Since the 1989-90 figures include the cost of replacing one Sussex County school building destroyed by arson, it is difficult to compare the two sets of figures. Including that one-time cost for Sussex County, the decrease in cost of vandalism is $2,969,797 (56 percent). Excluding that one-time cost, the decrease in cost is $915,427 (28 percent), still a significant change in the cost of vandalism over the two-year period.

Table 4
Estimated Cost of Vandalism, 1989-90, 1990-91

County	1989-90 Estimated Cost	1990-91
Atlantic	$ 51,137	$ 52,206
Bergen	280,518	237,842
Burlington	89,870	167,901
Camden	115,065	100,946
Cape May	8,912	14,847
Cumberland	20,039	28,424
Essex	533,020	490,876
Gloucester	78,373	55,690
Hudson	124,929	169,515
Hunterdon	45,026	15,291
Mercer	82,483	82,924
Middlesex	184,285	170,512
Monmouth	941,200	105,452
Morris	105,498	198,125
Ocean	219,648	51,669
Passaic	73,266	71,208
Salem	17,354	11,445
Somerset	100,803	67,413
Sussex	2,054,370*	33,831
Union	178,326	203,036
Warren	10,421	15,593
Total	$5,314,543	$2,344,746

* Includes the cost of replacing one school destroyed by fire.

6. Actions taken by districts increased significantly in two of the three major action categories, discipline and suspension.

The total number of actions taken by school districts increased by 16 percent from 1989-90 to 1990-91. The largest percentage increase for any category of action was "suspension" (a 29 percent increase), followed by "discipline" (17 percent) and "complaint filed with police" (16 percent). The total for these three major categories increased from 13,980 in 1989-90 to 17,084 in 1990-91, an overall increase of 22 percent. Expulsion is a seldom-used action; districts expelled only 40 students in 1989-90 and 25 in 1990-91. (See Table 5.)

Table 5
Actions Taken by School Districts, 1989-90, 1990-91

	Complaint Filed With Police		Suspension		Discipline		Other[1]		None		Totals	
	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91
Atlantic	82	111	256	365	48	106	22	14	54	24	462	620
Bergen	374	388	790	806	107	301	189	106	299	333	1,759	1,934
Burlington	338	276	438	1,201	234	1,014	50	349	67	116	1,127	2,956
Camden	273	294	311	391	69	89	80	70	384	286	1,117	1,130
Cape May	36	39	95	45	12	106	22	4	8	9	173	203
Cumberland	82	94	246	627	19	284	98	13	9	17	454	1,035
Essex	635	1,038	459	203	1986	1421	459	133	292	106	3,831	2,901
Gloucester	142	157	395	545	282	95	29	27	143	78	991	902
Hudson	290	335	183	111	149	118	81	38	43	27	746	629
Hunterdon	51	58	79	67	72	24	3	9	12	24	217	182
Mercer	88	86	369	357	147	52	122	37	28	53	754	585
Middlesex	255	264	366	527	80	79	144	148	131	174	976	1,192
Monmouth	154	208	508	420	283	183	72	113	58	114	1,075	1,038
Morris	286	231	197	205	34	116	63	89	194	95	774	736
Ocean	194	220	624	571	145	53	28	33	59	34	1,050	911
Passaic	152	180	182	373	33	34	56	187	32	107	455	881
Salem	38	45	19	179	19	10	0	1	13	9	89	244
Somerset	154	175	186	287	159	201	16	19	57	94	572	726
Sussex	41	62	140	149	134	54	29	13	65	83	409	361
Union	298	315	337	544	16	48	19	54	198	146	868	1,107
Warren	19	30	21	50	3	29	6	14	44	9	93	132
Total	3,982	4,606	6,201	8,023	3,797	4,455	1,588	1,471	2,190	1,888	17,758	20,543

[1]Includes recommended expulsions (40 in 1989-90, 25 in 1990-91)

RELATED DATA ON SUBSTANCE ABUSE

1. Drug and Alcohol Use Among New Jersey High School Students (Department of Law and Public Safety, 1990). As noted in last year's annual report on violence and vandalism, statistics from this survey of students in grades 10-12 in 40 public high schools indicated a decline in the regular use of both marijuana and alcohol between the 1980 and 1989 surveys. (Regular use is defined as use of a substance on 10 or more occasions within the last 30 days.) Regular use of marijuana had declined dramatically from 12.8 to 3.3 percent, and of alcohol from 21.6 to 10.0 percent over the nine years between survey administrations.

   A similar pattern is evident in the data on lifetime use by students referred to substance awareness coordinators (SACs). From 1988-89 to 1990-91, the percentage of students referred who report having used substances 10 or more times in their lifetime declined for all substances: alcohol, from 37 to 30 percent; marijuana, from 21 to 16 percent; and cocaine, from 8 to 3 percent. However, the percentage of students reporting use of substances during or before school or during school events increased from 53 to 59 percent.

2. Youth Risk Behavior Survey (May, 1991). Baseline data from the survey is an additional source of information which helps the department to estimate the extent of violence, vandalism, and substance abuse. This 56-item questionnaire developed by CDC (the Centers for Disease Control) was administered to a sample of 2,092 students in grades 9-12 in secondary schools randomly selected from all districts except Newark and Jersey City (which have separate grants with the CDC). Of particular concern in the area of substance abuse are the figures for (lifetime) injection of illegal drugs, 5 percent for females and 9 percent of males, an increase from the results reported in a similar survey administered in the spring of 1989 which showed one percent of females and three percent of males ever having injected illegal drugs. The survey will be re-administered in the spring of 1993.

DEPARTMENT RESPONSE

The New Jersey State Department of Education has studied the effects of violence and vandalism for several years, and this report as well as reports of other states, national agencies, and professional organizations have influenced the development of current and future initiatives.

In the Division of Educational Programs and Student Services, the Bureau of Student Support Services (SSS) develops programs and products, such as curriculum and educational program guidebooks, and reports about successful programs and practices that facilitate and influence positive student development, behavior, and achievement. Each program is evaluated by staff who collect and analyze data for the purpose of recommending future planning and direction for the bureau. In fulfilling the bureau's mission, staff look to the physical and social well-being of students and the successful completion of their elementary and secondary school education program. The Bureau of Student Support Services is especially concerned with the unique problems of a growing number of students identified as being at risk of health- or school-related problems. The department has intensified its study of programs that can increase academic progress, create more positive behavioral attitudes, and improve the holding power of schools. The following describes the department's current efforts.

Alternative Education Programs

In June of 1985, the department established A Grant Program to Reduce Student Disruption in Schools to focus on those students whose disruption was serious enough to warrant removal from the school for varying lengths of time. Under this program, six projects received $2 million from the department during 1986 and 1987 to remove chronically disruptive youth from the regular school program where they interfered with schooling and provide them with an opportunity to continue education in alternate settings, thereby enabling them to learn more responsible behavior, as well as the competencies they need to lead productive lives.

The purpose of the grant program was threefold:

- to provide resources for school districts to develop and implement alternative school programs for chronically disruptive students;
- to identify models from among the funded programs; and
- to make such models available to other districts throughout the state as part of New Jersey's continuing efforts to reduce school disruption.

Since these programs have reduced student disruption in schools and provided alternative learning opportunities for chronically disruptive students, the department disseminated information and provided technical assistance to school districts interested in programs for chronically disruptive students during the 1988-89 school year. As a result of the success of the initial alternative school grant projects, the department initiated a second phase of

the program. This initiative, known as Project P.A.S.S.: Promoting Alternative School Success, offered planning grants to five urban districts for the 1990-91 school year to assist them in developing alternative schools.

The department's most recent alternative education initiative, Preventing Juvenile Delinquency Through Alternative Education Grant Program, was developed as a result of the work of the Governor's Cabinet Action Group on Juvenile Justice, established by executive order on March 11, 1991. This new initiative provides funds for the issuance of grants to three local education agencies, one each in Essex, Passaic, and Camden counties, for the purpose of establishing a countywide alternative education program.

Substance Abuse Prevention and Intervention

Following is a list of current projects that demonstrate the department's commitment to prevent substance abuse throughout all New Jersey schools:

- A drug and alcohol education specialist has been assigned to each of the three regional offices. The specialists provide technical assistance to about 150 districts per year and train about 1,300 staff each year.

- The Drug-Free Schools and Communities Act (DFSCA) of 1986 appropriated $8.9 million in federal funds for state and local district drug and alcohol prevention activities in FY 91.

- An Elementary School Intervention Grant Program, which piloted research-based elementary level prevention/intervention programs in ten local districts, completed its final year.

- The DFSCA Emergency Grant Program provided funding to seven urban districts to hire a full-time coordinator to establish parent and community outreach programs.

- The Building Resistance Skills Through Chemical Health Education Grant Program provides funds to local districts to develop and enhance instructional programs for students in grades K through 6 and to assist those students in recognizing and resisting pressures that influence the use of alcohol and other drugs.

- The Substance Awareness Coordinator (SAC) Grant Program II was developed following successful evaluation of the initial three-year SAC grant program. The second round of grants provides funds to 64 school districts, enabling each to hire a full-time SAC to manage the district's prevention/intervention programs.

- Student Assistance Program Core Team Training has been offered to school districts with secondary grades since 1986. The building level core teams are trained to help identify, assess, and refer students with drug and alcohol problems. In the 1989-90 school year, 35 school district teams were trained; and 15 teams were

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trained in the 1990-91 school year. The department will expand its training in the 1991-92 school year to an additional 15 high schools and 15 middle schools.

- In a joint initiative between the Department of Education and the Department of Corrections, substance abuse education was provided to youths in juvenile detention facilities.

- Administrative code was developed by the Department of Education and adopted by the State Board of Education in 1986 and amended in 1990 to guide local boards of education in their development of policies and procedures regarding alcohol and drug-related programs in the school setting.

- Administrative code was developed by the Department of Education in cooperation with the Department of Law and Public Safety to guide local boards of education in their adoption of policies and procedures when cooperating with law enforcement drug operations and activities in or near schools. The State Board of Education adopted the Enforcement of Drug Free School Zones regulations in June, 1989.

New Jersey Project on Suicide Prevention

This project provides school districts with training and technical assistance on school-based suicide preventive programs and offers help to educators and community mental health service providers to establish crisis intervention and prevention programs. The department allocated approximately $98,000 from July of 1989 through June of 1992 and is planning to allocate $45,000 for the 1992-93 school year to continue support services for those districts requesting assistance and to augment the capacity of county agencies to respond to those crises. A publication of the Governor's Advisory Council on Youth Suicide Prevention (on which the department is represented) entitled Youth Suicide Prevention: Meeting the Challenge in New Jersey Schools was disseminated by the Department of Education to all school districts in 1989.

Family Life Education (FLE)

FLE is an educational mandate for students in grades K-12. Department activities related to family life education include programs in child abuse and neglect and adolescent pregnancy. Adopted by the New Jersey State Board of Education in 1980 and re-adopted in 1985 and again in 1990, FLE requires the teaching of interpersonal relations, human sexuality and development, decision making, and family life.

Child Abuse and Neglect

The State Board of Education adopted code on March 1, 1989, requiring school districts to develop uniform policies and procedures for reporting allegations of child abuse and neglect. A model affiliation agreement to be used by school districts and local offices of the Division of Youth and

Family Services (DYFS) was developed jointly by the department and DYFS. It was published in Child Abuse and Neglect: A Professional's Guide to Identification, Reporting, Investigation and Treatment, which was developed by the Governor's Task Force on Child Abuse and Neglect. The department is represented on this task force.

To assist school districts with including child abuse and neglect instruction in their curriculum, the department developed a bibliography of resources and disseminated it to all school districts. With the assistance of the Division of Youth and Family Services, the department developed in-service training for school district staff, which was delivered statewide in 1990.

Urban Dropouts Project

This project supported 12 drop-out project sites in urban centers during 1989-90 and 6 sites in 1990-91. In addition to providing instruction to prepare teenagers for the General Equivalency Diploma (GED), these programs offer personal and career counseling for urban dropouts. Some programs offer employment and job training opportunities.

School-Based Youth Services

This effort is sponsored by the New Jersey Department of Human Services in cooperation with the Department of Education to address the problems of drug and alcohol abuse, suicide, teenage pregnancy, welfare dependency, family instability, and mental illness. Six million dollars was appropriated to establish this grant program. Competitive grants are made annually to 29 school districts in the amount of $250,000 each to develop effective programs.

Partners in Learning

The Partners in Learning initiative identified successful model parent involvement programs and provided special assistance through a grant program to 30 schools as they implemented effective parent involvement programs. The two-year grant program ended June 30, 1991. An additional 43 districts were awarded a supplemental appropriation of $5,000 each to enhance their parent outreach programs for the 1991-92 school year.

10,000 Graduates...10,000 Jobs

This program is designed to place 10,000 urban high school graduates in entry-level jobs by 1992. It offers an incentive for urban students to complete high school and provides New Jersey's businesses and industries with the well-prepared graduates they need.

Prekindergarten for Urban Children in New Jersey

This program identified the Newark, Jersey City, and East Orange school districts as pilots to provide academic, health, counseling, and infant care services for three- to four-year-old children and their parents. The department is cooperating with the Department of Human Services to implement this five-year grant program.

FamilyNet

FamilyNet, established in January, 1991, is designed specifically to serve children and their families in New Jersey's "special needs" school districts. This collaborative effort involves interagency teams that work with schools, public and private agencies, and businesses to match local needs with resources. FamilyNet is designed to find comprehensive solutions to problems by helping communities and schools coordinate services that children and families need in school and out.

Developing Character and Values in New Jersey Students

An advisory council established by the department defined a set of common core values essential to our society: civic responsibility, respect for the natural environment, respect for others, and respect for self. The State Board of Education adopted a resolution (see Appendix E) recommending that each district board of education establish a citizen's advisory group to develop a plan for implementing core values education in their local communities. The department provided a statewide conference and local training for school districts over the last two years and is publishing a document that identifies effective programs in New Jersey, as well as nationally.

Effective Schools

From September, 1986, through June, 1989, 17 schools were funded by the Effective Demonstration Schools Grant Program. These schools, diverse in their student population, size, and geographic setting, participated in an improvement program with the hope of demonstrating that collaborative planning engaged in by teams of teachers and parents in each building can lead to ongoing and increasing effectiveness for all students.

At the end of the three-year program, all sites met self-established timelines and target dates outlined in program plans. All participating schools also increased their skills in collegial planning for school improvement. Teams became better able to uncover and explore problems that are under the control of the school and to propose and implement solutions to those problems. All schools found that collaborative school improvement planning resulted in institutional improvements and better outcomes for students.

City Schools of Excellence

This department initiative expanded on what had been learned from previous district and school improvement efforts. Fifty school sites were selected to receive assistance for this three-year grant program that began in the 1989-90 school year. Selected schools demonstrated a need for improvement and a willingness and ability to change. Assistance and grants are being provided to enable these schools to engage in collaborative team approaches to school improvement.

New Jersey Project on Student Expectations

The New Jersey Project on Student Expectations, a project undertaken jointly with the New Jersey Principals and Supervisors Association, became the focal point of several local district initiatives to develop positive student behavior. Local boards of education have passed resolutions to adapt the eight statements of student expectations to meet their needs. (See Appendix E.) In some districts, the statements are displayed on bulletin boards and in classrooms and are printed and distributed on student cards. Letters have gone to parents, encouraging their participation in preparing their children to live up to these expectations.

The department developed four products in connection with this initiative: (1) an information packet that includes a poster and student card listing eight student expectations; (2) a booklet, Identifying and Fostering Positive Student Behavior; (3) a booklet, Classroom Motivation: Helping Students Want to Learn and Achieve in School; and (4) a final survey report that includes local district project descriptions. These materials are intended for local districts or schools to use to develop student expectations and codes of conduct as a means of improving student behavior and school achievement.

Publications

The New Jersey State Department of Education has developed a number of publications to assist administrators and teachers in their work to improve student behavior. These publications address the behavioral issues and problems which educators may experience in their schools. In these publications, well-documented theories, research, programs, and practices are discussed in necessary detail for their application in schools and classrooms.

A copy of each publication is generally distributed to a district's chief school administrator. Copies also are distributed through training activities that usually are offered through the department's three regional offices.

Copies of the publications may be purchased from the Office of Forms and Publications, New Jersey State Department of Education, CN 500, 225 West State Street, Trenton, New Jersey 08625. A list of the recent documents and their dates of publication is provided in Appendix C.

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RECOMMENDATIONS

The Department of Education has studied the problems of violence and vandalism and substance use for the past several years. Although there is no single cause for the myriad problems of violence and vandalism in the school community, the department, in light of its study, establishes the following general recommendations for review by local districts:

1. School Practice

Schools are not solely responsible for the problems of violence and vandalism. Other elements of the community share responsibility on both ends of the continuum, from identifying causes of problem behavior to providing prevention and treatment.

It is strongly recommended that school districts create a climate of full participation and cooperation with all elements of the community, particularly community-based mental health and substance abuse treatment centers as well as other growth-serving organizations. This can improve methods for identifying and dealing with problem behavior.

The department urges districts to engage teachers and parents as partners in learning and school improvement through the use of such approaches outlined in the effective schools literature and the Comer School Development Program.

2. Interagency Activities

The department also strongly urges that local school officials work cooperatively with law enforcement agencies and family court authorities to develop specific plans to reduce violence and vandalism, as well as drug and alcohol abuse. Development of county-level task forces can be used successfully to deal with the problems from a broader base of knowledge, information, and experience. Local districts are encouraged to contact their local and county agencies for support in dealing with violence and vandalism, as well as drug and alcohol abuse.

3. Communication Across the Community

The more informed the school community is about school problems and the steps the school district is taking to eliminate them, the higher the probability of success of the district's efforts. The department recommends orientation programs that inform staff, parents, and other community residents about the nature and scope of violence, vandalism, and drug and alcohol abuse. These programs should lead to the development of a communitywide plan of action to address the problem.

4. Co-Curricular Activities

No discussion on the development of self-esteem through curricular activities can ignore the need for co-curricular and extracurricular activities. Such activities often speak directly to those attributes of the individual pupil that may not be addressed elsewhere in the school program. Students can often find opportunities for acceptance and recognition by participating in co-curricular and extracurricular activities. Since these activities can contribute greatly to the pupil's development of self-worth, it is recommended that curriculum needs assessment and evaluation be broadly conceived to address co-curricular and extracurricular activities of the school program.

5. District Discipline Policy

It is essential for the individual pupils to recognize that their behavior contributes to the total safety and well-being of the entire school. Fair and consistent discipline is necessary, and it is essential to the development of a good self-image by pupils.

The department recommends, therefore, that district boards of education develop discipline policies that, on the one hand, protect students and teachers from disruptive behavior through the judicious use of appropriate measures, and at the same time promote pride and respect for one another and one another's property. A discipline policy must hold students accountable, but it must not unfairly constrain and punish them. School districts should consider electing disciplinary interventions that provide opportunities for students to stay in school; out-of-school suspension policies that place these children on the streets may, in some cases, contribute to the problem of delinquency.

Closely associated with a good discipline policy is the need for a well-defined written policy on student rights and responsibilities. The department recommends that any such policy be developed using the broadest possible base of participants, including students, parents, teachers, and administrators. (See Appendix E.)

6. Prevention Plan

The primary source of data on violence and vandalism is the incident report. The department recommends that the data be analyzed at the local level for type, frequency, and time of incidents so that an effective prevention plan may be developed to reduce violence, vandalism and substance abuse at the district level. The analysis of data should be presented annually, pursuant to Public School Safety Law (specifically N.J.S.A. 18A:17-46), to the local boards of education.

APPENDIX A

Public School Safety Law
(Effective October 28, 1982)

An Act concerning education, requiring the commissioner to monitor the incidence of violence in the public schools, supplementing Title 18A of the New Jersey Statutes and repealing P.L.1978, c. 183 (C. 18A:4-29.1 et seq.). L.1982, c. 163.

18A:17-46. Act of violence; report by school employee; notice of action taken; annual report

Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the district superintendent.

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Annually, at a public meeting, the superintendent of schools shall report to the board of education all acts of violence and vandalism.

18A:17-47. Discharge, or discrimination against school employee who files report

It shall be unlawful for any board of education to discharge or in any manner discriminate against a school employee as to his employment because the employee had filed a report pursuant to section 1 of this act. Any employee discriminated against shall be restored to his employment and shall be compensated by the board of education for any loss of wages arising out of the discrimination; provided, however, if the employee shall cease to be qualified to perform the duties of his employment he shall not be entitled to restoration and compensation.

18A:17-48. Annual report to legislature

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

APPENDIX B

Annual Report of Vandalism, Violence, and Substance Abuse Reporting Instructions and Forms

Instructions

1. Individuals shall fill out the incident report form published by the New Jersey State Department of Education to report an incident of vandalism, violence, and substance abuse.

2. The individual making the report shall sign the report, retain his or her copy, and forward the remaining copies to the district chief school administrator via the building principal.

3. The Annual Report of Vandalism, Violence, and Substance Abuse signed by the chief school administrator of the district shall be forwarded no later than August 15, to the Office of County Superintendent of Schools on the form published by the Department of Education. If no incidents were reported in the district, the annual report must still be filed indicating no incidents to report.

4. The annual report shall be an aggregate of the individual incident reports submitted to the chief school administrator between July 1 and June 30 of the school year.

5. The chief school administrator shall annually, at a public meeting, make a report to the district board of education regarding the incidence of vandalism, violence, and substance abuse reported in the district.

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NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF COUNTY AND REGIONAL SERVICES

MISM010050894

VANDALISM, VIOLENCE AND SUBSTANCE ABUSE INCIDENT REPORT

SCHOOL _____ DISTRICT _____

PLEASE COMPLETE EVERY SECTION AND CHECK AS MANY ENTRIES AS APPROPRIATE

I. Where and When Incident Took Place

A. Location Inside School Facility
1. ___Cafeteria 2. ___Classroom 3. ___Corridor 4. ___Gymnasium 5. ___Lavatory 6. ___Stairwell 7. ___Other location inside school

B. Location Outside School Facility
1. ___On a school bus
2. ___On way to or from school (car or walking)
3. ___Outside school but on school grounds
4. ___Outside school but involved with school related activity.

C. Time and Date of Incident
1. Approximate Time _____ (Circle) ___Unknown (check)
a ___After school hours b ___Before school hours c ___During school hours d ___Weekend or vacation
2. Date of Incident _____

II. Description and Cost of Vandalism

A. Vandalism Description (check all that apply)
1. ___Glass breakage 2. ___Defacing property 3. ___Destruction of property 4. ___Other (describe) _____

B. Cost of Vandalism (estimate to the best of your ability)

III. Type of Incident (Check all that apply)

Vandalism
_____ Arson
_____ Bomb Offense
_____ Breaking and Entering
_____ Damage to Property
_____ Firework Offense
_____ Theft/Larceny
_____ Trespassing
_____ Other Vandalism Offense

Violence
_____ Assault
_____ Assault with a Weapon
_____ Threat of Assault
_____ Fight
_____ Gang Fight
_____ Possession of Weapon
_____ Robbery/Extortion
_____ Sex Offense
_____ Other Violence Offense

Substance Abuse

Use of
_____ Alcohol
_____ Marijuana
_____ Other *(Explain below)*

Possession of
_____ Alcohol
_____ Marijuana
_____ Other *(Explain below)*

Selling or Distribution of
_____ Alcohol
_____ Marijuana
_____ Other *(Explain below)*

Use this space to describe offenses checked above and to specify damage to property.

IV. Description of Perpetrator(s) and Victim(s)

A. Position, Sex and Age of Perpetrator(s)
1. ___ Staff 2. ___ Student 3. ___ Other (specify) _____
2. ___ Males(s) Age(s) _____
3. ___ Female(s) Age(s) _____

B. Position, Sex and Age of Victim(s)
1. ___ Staff 2. ___ Student 3. ___ Other (specify) _____
2. ___ Males(s) Age(s) _____
3. ___ Female(s) Age(s) _____

V. Physical Injury to Perpetrator(s) and/or Victim(s)

A. Injury to Perpetrator(s)
1. ___ Yes (describe) _____
2. ___ No

B. Injury to Victim(s)
1. ___ Yes (describe) _____
2. ___ No

VI. Person Completing this Form (school employee only)

_____ *Signature* _____ *Title* _____ *Date*

VII. Action Taken (check as many as apply)

A. Complaint Filed with Police
1. ___ Filed by victim(s) 2. ___ Filed by school district 3. ___ Police notified (No Formal complaint Filed)

B. School or District Level Action
1. ___ Expulsion was recommended 2. ___ Suspension 3. ___ Perpetrator disciplined by school authority (describe) _____
4. ___ Other (describe) _____

C. No Action Taken
1. ___ Perpetrator not identified 2. ___ Suspect not apprehended

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REVIEWED BY PRINCIPAL

_____ *Signature* _____ *Date*

REVIEWED BY CHIEF SCHOOL ADMINISTRATOR

_____ *Signature* _____ *Date*

DEFINITIONS

ARSON–Setting fire to someone's personal property or a building.

ASSAULT–Threatening another person with physical violence or hurting someone.

ASSAULT WITH A WEAPON–Threatening another person with physical violence or physically hurting someone using a weapon, i.e., gun, knife, etc.

BOMB OFFENSE–Use of an explosive device, generally,electrically fused or self-fusing. Most commonly, greater in size than a "firework" (see definition), and usually encased in wax substance, fabric or metal canister or container. Also, a combination of two or more fireworks detonated simultaneously and equaling or exceeding the explosive power of one-eighth of a stick of dynamite, i.e., two M-80's, four Cherry bombs, etc.

BREAKING AND ENTERING–Deliberately removing an obstacle to an entrance to a school facility and entering the facility.

FIGHT–Two or more persons involved in wrongful physical violence.

FIREWORKS–A self-fusing explosive device, no greater in size than two inches and commercially sold as a "firework."

GANG FIGHT–A fight between two or more members of an identified, organized group.

PERPETRATOR–Any person(s) involved in the deliberate commission and/or actual carrying out of a crime; such as: planning and/or committing and act of violence, vandalism, or substance abuse.

POSSESSION OF A WEAPON–To have on one's person an instrument which can be used to cause physical injury, harm or destruction to another person or property.

PROPERTY DAMAGE–The wanton, deliberate and/or malicious destruction or defacement of school property, rendering it inoperable, unusable, or seriously unsightly, thereby causing an economic loss to the school district.

ROBBERY/EXTORTION–Taking another person's belongings or property, in his/her presence, means of violence or threats.

SCHOOL PROPERTY–Any facilities, materials or grounds owned or leased by the school district.

SEX OFFENSE–Subjecting another to sexual contact or exposure without consent.

SUBSTANCE ABUSE–Use, possession or sale of controlled dangerous substances, alcohol, or anabolic steroids.

THEFT/LARCENY–Taking of another person's belongings or property without his/her consent.

TRESPASSING–Entrance onto school property without permission.

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ANNUAL REPORT OF VANDALISM, VIOLENCE AND SUBSTANCE ABUSE 1990-1991 SCHOOL YEAR

PURPOSE:

To annually provide the Commissioner of Education with data to monitor the incidence of vandalism, violence and substance abuse in the public schools pursuant to N.J.S.A. 18:17-46 to 18A: 17-48.

INSTRUCTIONS:

1. Enter the aggregate of reportable offenses by type as reported in individual incident reports filed between July 1 and June 30 of the school year.
2. Enter "NONE" on line for Total Incidents, if no incidents were reported.
3. File this report with the county superintendent of schools by August 15.

COUNTY: _____ ☐☐ **DISTRICT:** _____ ☐☐☐☐

I. TYPE OF INCIDENT — **NUMBER OF INCIDENTS**

VANDALISM:

1. Arson _____
2. Breaking And Entering _____
3. Damage To Property _____
4. Firework Offense _____
5. Theft/Larceny _____
6. Trespassing _____
7. Other Vandalism Offense _____

VIOLENCE:

1. Assault _____
2. Assault With A Weapon _____
3. Threat Of Assault _____
4. Fight _____
5. Gang Fight _____
6. Possession Of A Weapon _____
7. Robbery/Extortion _____
8. Sex Offense _____
9. Other Violence Offense _____

SUBSTANCE ABUSE/USE OF:

1. Alcohol _____
2. Marijuana _____
3. Other _____

POSSESSION OF:

4. Alcohol _____
5. Marijuana _____
6. Other _____

SELLING OR DISTRIBUTION OF:

7. Alcohol _____
8. Marijuana _____
9. Other _____

TOTAL INCIDENTS _____

II. TOTAL ESTIMATED COST OF VANDALISM $_____

III. ACTION TAKEN — **NUMBER OF ACTIONS TAKEN**

1. Complaint Filed With Police _____
2. School Expulsion _____
3. School Suspension _____
4. School Discipline _____
5. Other *(specify)* _____
6. No Action Taken _____

Signature of Chief School Administrator _____ *Date* _____

APPENDIX C

Department Publications

- **Adolescent and School Health Resources - HIV and AIDS - A Cumulation of the AIDS School Health Education Database** (March, 1989) - a resource guide prepared under the direction of the Center for Disease Control of the U.S. Department of Health and Human Services. This guide provides citations and abstracts of more than 300 resources available to educators through the AIDS School Health Education Database. References include audiovisuals, brochures, pamphlets, reports curricula, teaching guides, books, and articles that are cross-indexed by title, author, corporate authors (agencies or organizations), and key words or selected terms pertaining to issues in HIV/AIDS education.

- **AIDS Instructional Guide for Teachers** - (Fall, 1987; May, 1990) four instructional guides organized by grade ranges K-3, 4-5, 6-8, and 9-12 and developed to encourage districts to implement HIV/AIDS prevention education. The guides contain factual information and a resource list providing a variety of supporting materials about AIDS for use by educators.

- **Chemical Health Education Resource Guide** (May, 1990) - a resource guide with descriptions of major commercial alcohol and other drug curricula. This guide is designed to assist school communities as they develop programs and curricula to reduce the incidence of risk-taking behaviors among their student populations.

- **The Commissioner's Annual Report to the Governor and Legislature on the Effectiveness of Drug and Alcohol Programs Administered by the Department of Education 1988-89** (June, 1990) - an annual report, as provided for in N.J.S.A. 18A:40A, highlighting the drug and alcohol grant programs for the 1989-90 school year and the major findings on the effectiveness of the program.

- **Educating for an Effective Citizenry - Civics Curriculum Guide** (June, 1990) - a curriculum guide designed to assist districts and school educators in developing, revising, or improving their civics curriculum. The intent of the guide is to encourage districts to infuse the teaching of civics skills into all curriculum areas, to create a civic climate, and to foster active and effective citizenship participation of students in school, community, state, national, and global affairs.

- **Doing The Right Thing: Teaching About AIDS** (Winter, 1989) - a document developed to help school personnnel and others plan and implement effective HIV/AIDS prevention education programs. This resource contains information and resources providing strategies for infusing HIV/AIDS education into a comprehensive health education curriculum and sample policies and procedures contributed by the New Jersey School Boards Association.

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- Family Life Education: Selected Programs and Practices in New Jersey Public Schools (Winter, 1987) - a document which assists districts seeking to enhance or improve their programs. The manual provides general descriptions of curriculum models in place in New Jersey public schools and thus enables districts to identify programs similar to their own for advice and information.

- Helping Pregnant and Parenting Students Complete their Education - An Intervention Program Guide (May, 1990) - a resource guide outlining program components and resources that districts will find useful as they develop and implement comprehensive intervention to help pregnant and parenting students remain in school to complete their education.

- Substance Awareness Coordinators: The Critical Link to Drug-Free Schools and Communities (Spring, 1991) - a video presentation that highlights the six critical functions of a substance awareness coordinator.

- Working Together - Improving Schools (July, 1989) - a video presentation of the school improvement efforts of six Effective Demonstration Schools Program sites.

- Preventing Teenage Pregnancy: What Educators Need to Know (Fall, 1990) - a guide designed to support district efforts to develop and implement programs that incorpoate these strategies. It includes current health data that indicate the extent and nature of the problem of teenage pregnancy in New Jersey, as well as critical factors that influence adolescents' decision to engage in sexual behavior. It also includes a discussion of how schools can help to reduce teenage pregnancy and provides lists of publications and programs as resources.

- A Desk Reference Manual on Student Drug and Alcohol Use: A Comprehensive Planning Guide for School Administrators (Winter, 1985) - a resource guide for school decision makers. Needs assessment and evaluation, development of policy, and selection of curricula and programs are discussed.

- Fetal Alcohol Syndrome (FAS) and Fetal Alcohol and Other Drug Effects: A Guide for Teachers (January, 1991) - a curriculum guide designed to expound on the specific learning objectives for secondary students contained in the chemical health education standards set by the New Jersey State Department of Education. The guide provides educators with facts about FAS and presents a broadened series of learning objectives. The content is organized into six major areas, each beginning with a conceptual statement.

- Substance Abuse Education - Manual for Developing Outreach Programs for Parents (February, 1991) - a resource developed for school personnel to facilitate the development and delivery of substance abuse educational programs for parents and guardians. The manual includes the background, information, and resources districts will need to meet the mandate to provide outreach programs to parents and guardians, as set forth in the substance abuse code, N.J.A.C. 6:29-6.

- **A Report on the Implementation of Family Life Education in New Jersey Public Schools** - (January, 1987) - a booklet summarizing the history of the development and implementation of the Family Life Education mandate in New Jersey. It includes copies of survey forms, Implementation Profiles, and data collected regarding FLE programs.

- **Child Abuse and Neglect: A Bibliography of Materials and Other Resources** (April, 1986) - document containing information which may be helpful to the entire educational community in enhancing current programs or to aid in developing programs. There are four major chapters with subsections for child abuse and sexual abuse. Entries are listed by title with the author, publisher or organization, and in some cases, addresses. Where known, a brief annotation and the date of publication are given.

- **Guidelines for School Health Services** (1986) - a resource for health services personnel in local school districts. Pertinent regulations are included as appendices, with recommendations for implementation from the Department of Education. The following sections are included in the manual: Responsibility for School Health Services, Pupil Health Appraisal/Assessment, Pupil Health Supervision, Health Supervision of School Personnel, Health Teaching and Health Counseling, and Supervision of the Environment.

- **Adolescent Suicide Awareness Training Manual** (1985) - a resource including an overview of adolescent suicide, guidelines for identification of potentially high-risk pupils, and strategies for response to suicidal acts. It is designed for adults who teach the young, administer educational programs for them, or serve their guidance needs.

- **Youth Suicide Prevention: Meeting the Challenge in New Jersey Schools** (April, 1989) - a manual containing practical strategies for answering a school's concerns and questions in this difficult area. It structures program development in suicide awareness and response into a four step process: Prevention, Intervention, Postvention, and School Policies and Administrative Guidelines.

- **Identifying and Fostering Positive Student Behavior** (December 1985) - a research monograph designed to help school personnel reach agreement with parents and students on the nature of student roles and responsibilities in school and the behavior which is necessary for learning.

- **Student Codes of Conduct: A Guide to Policy Review and Code Development** (September 1985) - a guidebook to help school districts develop and implement clear and fair codes of conduct and to develop policies for student rights and responsibilities. It encourages districts to update their policies and, if necessary, to make them more stringent so that the rules which govern the behavior of students, as well as the responsibilities of the staff and parents for enforcing these rules, are clear to all.

- **A Manual for the Development of Classroom Management Skills** (July 1985) - a resource guide to assist school districts in improving classroom management and in reducing disruptive student behavior. The manual allows users to match identified areas of need with strategies for meeting those needs. The models presented have been field-tested in schools and found to be effective. They are based on research which demonstrates that well-managed classrooms provide students with fewer opportunities for disruption.

- **Classroom Motivation Helping Students Want to Learn and Achieve in School** (April, 1986) - a document written to help teachers and administrators improve their abilities to elicit students' interest and persistence in learning and attain higher levels of academic achievement.

APPENDIX D

Department Grant Program Evaluation Reports

- **Chemical Health Curriculum Development Grant Program - Final Evaluation Report** (March, 1990) - a report of the major findings of the grant program.

- **Effective Demonstration Schools Grant Program - Internal Evaluation** (April, 1990) - internal reports prepared by department staff for each of the 17 schools participating in the grant program.

- **Elementary Intervention Grant Program - Year One Evaluation Report** (May, 1990) - a report of activities and outcomes of year one of the grant program.

- **A Grant Program to Reduce Student Disruption in Schools: Evaluation Reports** (March, 1989) - a report containing the individual evaluation reports prepared by each of the six project directors under the supervision of an external evaluation consultant, as well as an overall program evaluation report prepared by a New Jersey State Department of Education evaluator.

- **The 1989 Student AIDS Survey: Student Knowledge, Attitudes, and Behavior Related to AIDS and the HIV Virus** (December, 1989) - reports on a survey of a non-probability sample of students in grades 9-12.

- **Drug-Free Schools and Communities Act (DFSCA), The 1988-89 Program Elements Survey: Summary Report** (June, 1990) - a report on the configuration of activity in prevention and intervention, and level of staffing in coordination and counseling.

- **Drug-Free Schools and Communities Act, FY 1988-FY 1990: An Analysis of Trends in Local District Programming in Alcohol and Other Drug Education** (October, 1991) - a report based on three years of data from the Program Elements Survey and the Budget Impact Data submitted by districts with their DFSCA grant application.

- **The Commissioner's Annual Report to the Governor and Legislature on the Effectiveness of Drug and Alcohol Programs Administered by the Department of Education, 1990-91** (January, 1992) - reports on the Substance Awareness Coordinator Grant Program, the Elementary School Intervention Grant Program, and Impact Data for the Drug-Free Schools and Communities Act (DFSCA).

- **Effective Demonstration Schools Grant Program, New Jersey State Department of Education, Final Report of the External Evaluator: Executive Summary and Part II. Mark Holmes, The Ontario Institute for Studies in Education, Toronto, Canada** (March, 1990) - a final report that identifies project schools whose performance on multiple measures of outcome qualify them as effective schools. Part II contains data tables.

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- **City Schools of Excellence, Year One, 1989-90: A Progress Report on Planning Activities and Collaborative School Improvement in the Fifty Participating Schools** (June, 1991) - a school-by-school report on activity in the first project year and an analysis of the impact on project sites of collaborative team planning.

- **The City Schools of Excellence Staff Survey, 1989: Summary of Factor Analysis, Research Memorandum No. 91-01** (August, 1990) - an analysis of the 113-item survey instrument that identifies subgroups of items with the dimensions of effective schools, and recommends a subset of items for deletion from the instrument.

Appendix E

STATE BOARD RESOLUTIONS

1. Expectations For Student Behavior

WHEREAS, the goal of a thorough and efficient education is to provide all children the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society; and

WHEREAS, the schools are unique institutions which offer students the opportunity for learning the shared values of a society and for fostering positive and productive behavior that will enable them to fulfill their own potential; and

WHEREAS, the board recognizes the need for the schools to promote an environment for positive student development and achievement that enhances learning and leads to success in schools; now, therefore, be it

RESOLVED, that the State Board of Education encourages each board of education to examine carefully and consider the application of the appended statements of expectations for student behavior, which were developed by an advisory panel representative of educators, parents, students, and legislators, and validated by 21 school districts and their educational communities, through a coordinated effort of the department and the New Jersey Principals and Supervisors Association, and to develop and adopt such a set of statements in accordance with local educational goals as a vital step toward enhancing positive student attitudes and creating an orderly school environment; and be it

FURTHER RESOLVED, that such statements be prominently displayed and distributed in an appropriate form to pupils, staff, and parents or guardians, and form the basis for implementing positive student development programs and activities in each school district.

September 4, 1985

_____
President, State Board of Education

_____
Secretary, State Board of Education

EXPECTATIONS FOR STUDENT BEHAVIOR

Students, parents, school administrators and boards of education all agree that positive student commitment and behavior are essential to effective learning. At the same time, student behavior is often a problem in our schools. We believe that it is important to help students realize that their own attitudes and acts are directly related to their school experience and that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of schools and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

Therefore, we, the students, parents, teachers, administrators and the board of education of this school district expect all students to fulfill the behavioral expectations of the school community, and to:

- Prepare themselves mentally and physically for the process of learning
- Demonstrate respect for people and property
- Take responsibility for their own behavior and learning
- Use time and other resources responsibly
- Share responsibilities when working as members of a group
- Meet the unique requirements of each class
- Monitor their own progress toward objectives
- Communicate with parents and school personnel about school-related matters

II. Codes of Conduct

WHEREAS, the board recognizes the importance of an orderly school environment to promote learning and ensure the safety of students and staff, and

WHEREAS, an initial step toward more orderly schools is to make sure that the rules which govern the behavior of students and the staff and parental responsibilities in enforcing these rules are understood, and

WHEREAS, the State Board of Education acknowledges that many districts do have policies regarding student conduct, and commends these districts, now therefore be it

RESOLVED, that the State Board of Education encourages each district board of education without a written policy to develop one including a code of conduct. The policy would concern the rights and responsibilities of pupils with respect to all school related activities, including school sponsored functions or functions at other schools involving approved activities. The State Board urges the development of such policies, by September 1983, with the participation of school staff, pupils and parents or guardians, and be it

RESOLVED, that every district board of education be encouraged to distribute the written policy including the code of conduct in appropriate form at no cost to pupils, staff and parents or guardians at least once every three years and to all new staff, pupils and parents or guardians entering the district, and be it

FURTHER RESOLVED, that the Commissioner of Education shall report to the Board annually on the number of districts which have implemented the provisions of this resolution.

Adopted September 3, 1980

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President, State Board of Education

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Secretary, State Board of Education

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III. CHARACTER AND VALUES

WHEREAS, one of the state educational goals is that the public schools in New Jersey shal help every pupil in the state acquire an understanding of ethical principles and values and the ability to apply them to his or her own life (N.J.A.C. 6:8-2.1(b)10); and

WHEREAS, Governor Thomas H. Kean, in his 1988 State of the State address, identified character development within schools as a priority and charged Commissioer of Education Saul Cooperman with initiating a program to address this need; and

WHEREAS, the Advisory Council on Developing Character and Values in New Jersey Students was established to identify the values essential for members of our society as we move to the 21st century; to produce a list of values that they recommend as essential to our society and acceptable to the vast majority of New Jersey citizens; and to define a common core of those values which can be incorporated into the school experience for the character development of our children and youth; and

WHEREAS, Governor Kean issued a proclamation recognizing the Advisory Council's outstanding work and commending its report to the attention of all New Jerseyans; and

WHEREAS, the State Board of Education endorses the Report of the Advisory Council on Developing Character and Values in New Jersey Students; now, therefore, be it

RESOLVED, that the State Board of Education recommends that each district board of education establish a citizens' advisory group to develop a program for the implementation of core values in their local community.

September 6, 1989

President, State Board of Education

Secretary, State Board of Education

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